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School heads' leadership skills and teachers' work engagement in the department of education: Evidence from Piñan district, schools' division of Zamboanga Del Norte

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ABSTRACT

This study sought to examine the leadership skills of school heads and their relationship to teachers' work engagement in Piñan District, Schools Division of Zamboanga del Norte, during the 2023- 2024 school year. Employing a descriptive-correlational research design, the study utilized weighted mean, standard deviation, and Spearman's Rank-Order Correlation Coefficient (Spearman rho) for data analysis, with Jamovi as the statistical software. A total of 90 teachers participated as respondents.

Findings revealed that school heads demonstrated a very high level of leadership skills, while teachers exhibited very high engagement in their respective work assignments. Moreover, a significant moderate positive correlation was found between school heads' leadership skills and teachers' work engagement.

Based on these findings, the study recommends that top DepEd officials, through the Schools Governance and Operations Division (SGOD), use these results to assess and validate the School- Based Management (SBM) practices of school heads in the district. Additionally, teachers may reflect on the study's findings to further recognize the role of leadership in fostering work engagement, ultimately contributing to enhanced SBM implementation.

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Introduction

Leaders are made, not born (Farlow, 2019). Anyone aspiring to be a leader must actively develop their

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skills, leverage their strengths, mitigate weaknesses, and, most importantly, learn from failures.

Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, mandates that each public elementary and secondary school, or a cluster of such schools, must have a school head responsible for both administrative and instructional oversight. Additionally, school heads play a crucial role in defining the school's vision, introducing innovative teaching methods, supporting staff performance, coordinating instructional activities, and fostering a positive school climate (Ikediugwu & Agu, 2022).

Leadership skills are distinct abilities that determine a leader's capacity to guide and direct an organization toward its goals. Abun et al. (2017) described leadership skills as essential tools that enable leaders to fulfill their responsibilities and effectively guide their members. Similarly, Kapur (2020) emphasized that leadership skills encompass the strategies, behaviors, and competencies leaders must possess to enhance organizational performance and employee well- being. Leaders are responsible for providing direction and motivation to employees, ensuring they perform their job responsibilities effectively while contributing to the achievement of organizational objectives.

Abun et al. (2017) further asserted that leaders must have a comprehensive understanding of both leadership and management to influence work engagement. Work engagement refers to the extent to which organizational members immerse themselves in their work roles, expressing their physical, cognitive, and emotional selves during role performance. It is also defined as the amount of time spent contemplating one's role at work (Abun et al., 2020).

Research on leadership suggests that specific leadership behaviors are strongly linked to employee engagement, trust in leadership, leader support, and the creation of a blame-free environment—factors that contribute to psychological safety, a concept introduced by Kahn (1990) that fosters employee and teacher engagement (Zahed-Babelan, 2019, as cited by Magboo et al., 2023). However, limited studies have examined the direct relationship between leadership and employee or teacher work engagement. To address this gap, this research investigates the leadership skills of school heads and their impact on teachers' work engagement in the Department of Education, Piñan District, Schools Division of Zamboanga del Norte.

Literature review

Strategic planning skills

Abun et al. (2017) defined strategic planning skills as the ability of administrators to formulate strategic direction of their schools in terms of vision, mission, objectives, key result areas, performance indicators and action plan or strategies.

Developing people skills

In 2017, Abun et al. clarified that the capacity of administrators to assess the issue of subpar performance and identify the requirements for enhancing employees' job-related competencies is one of

his/her roles. It is important to note that mere employment does not guarantee that an individual possesses all the requisite skills and knowledge to perform the job. However, it is possible that this perspective on hiring may serve as a starting point (McNamara, 2017). People's development is not limited to knowledge and skills only. It also includes developing employees to be leaders (Abun et al., 2020).

Communication skills

Magboo et al. (2023) that the leadership behavior of their school heads which obtained the highest mean of 3.70 indicated that when school leaders communicate school academic goals to people at school leaders meet their people and discuss matters to them to keep them aware and participate in communicating the school goals. Ruano et al. (2021) believed that one of the best aspects of instructional leadership behavior of school heads is that they can positively influence teachers' collaboration thus, positive communication with teachers brings better views on the school goals done on a table meeting. Communication skills refer to the capacity of administrators to effectively convey information regarding organizational or school matters to employees/teachers, so that they are informed and motivated to contribute to the school's growth (Abun et al., 2017).

Motivating skills

Motivation skills are actions or strategies that induce an individual to perform the desired action or provide the desired response. These strategies and actions differ according to three primary determinants: the style of the motivator, the target audience, and the personality of the individual the motivator aims to sway (Doyle, 2022). Employees/Teachers are encouraged to increase their productivity and attain success through the use of motivational skills.

Team building skills

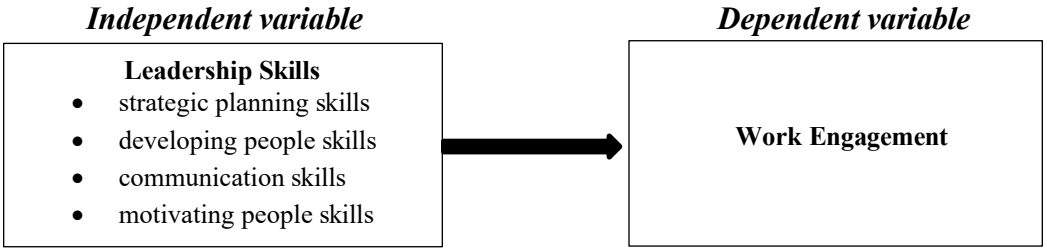
Abun et al., (2017) pointed out that team building skills pertain to the capacity of administrators to assemble and oversee a team, wherein team members utilize their respective expertise to accomplish the objectives of the organization. The realization of organizational objectives is contingent upon the concerted efforts of all work forces towards the shared goals. Collaborative working relationships are fostered among individual members of a department or interdepartmental group through this process. (Doyle, 2022).

Work engagement

Work engagement denotes the integration of individuals into their work, wherein the personal selves and the work are inseparable. It is a two-dimensional construct that encompasses absorption which pertains to the intensity of one's focus on a specific role at work, and attention. It is defined by the three qualities: vigor, commitment and absorption. Vigor is distinguished by a strong commitment to one's tasks and mental fortitude during work, It is the disposition to exert effort in one's endeavors (Baes, et al., (2023). Commitment is the quality of being dedicated to one's work while absorption is defined as fully concentrated and deeply engrossed in one's work causing time to fly by Baes & Naparota, (2023).

Conceptual framework

The conceptual framework is presented in figure 1. First, the independent variable which is the leadership skills categorized into strategic planning skills with seven (7) items; developing people skills also with seven (7) items; communication skills with eleven (11) items; motivating people skills likewise with seven (7) items and team building skills also with seven (7) items, a total of thirty nine (39) items then next, the dependent variable which is the work engagement consists of fourteen (14) items both adopted from Abun et al., (2021). This study aimed to determine the relationship between the school heads' leadership skills and work engagement.



Abun et al. (2021) **Abun et al. (2021)**

Statement of the problem

This study aimed to determine the school heads' leadership skills and their relationship to work engagement among the teachers in Piñan District, Schools Division of Zamboanga del Norte during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. **What are the respondents' perceived level of school heads' leadership skills in terms of:**
   - **1.1 strategic planning skills;**
   - **1.2 developing people skills;**
   - **1.3 communication skills;**
   - **1.4 motivating people skills; and**
   - **1.5 team building skills?**

2. **What are the respondents' perceived level of work engagement?**

3. **Is there a significant relationship between the respondents' perceived level of school heads' leadership skills and work engagement?**

Hypothesis

Previous studies have found out the significant relationship between the leadership skills of administrators and work engagement (Abun et al., 2017, Abun et al., 2020, Babelan et al., 2019. Basing on this research, the present study aimed to determine whether there is no significant relationship between the respondents' perceived level of leadership skills and work engagement.

Scope and limitation of the study

The study is limited to the respondents' perceived level of school heads' leadership skills and work engagement among the ninety (90) teachers of Piñan District, Schools Division of Zamboanga del Norte during the school year 2023-2024. It also limited its scope to five (5) indicators of leadership skills namely: strategic planning skills, developing people skills, communication skills, motivating people skills and team building skills with thirty-nine (39) items and work engagement with fourteen (14) items which were both adopted from Abun et al. (2021). This study is intended to determine the relationship between the respondents' perceived level of school heads' leadership skills and work engagement.

Research methodology

The study employed a descriptive-correlational research design, utilizing a survey questionnaire to collect data on respondents' perceptions of school heads' leadership skills and their level of work engagement. Both descriptive and inferential statistical tools were used, specifically the weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho), to analyze the relationship between the perceived leadership skills of school heads and respondents' work engagement.

Coe et al. (2021) define a survey as a standardized method of collecting data from a representative sample of individuals within a population under study. Meanwhile, Bhat (2019) describes correlational research as a non-experimental method that measures two variables to assess their statistical relationship without external influence. A correlational analysis was conducted to determine the significance of the relationship between respondents' perceptions of school heads' leadership skills and their work engagement.

The following scoring guide with its range of values and descriptive interpretation were used:

Leadership skills

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very high
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very low

Work engagement

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very highly Engaged
4	3.41-4.20	Agree	Highly Engaged
3	2.61-3.40	Somewhat Agree	Engaged
2	1.81-2.60	Disagree	Lowly Engaged
1	1.00-1.80	Strongly Disagree	Very Lowly Engaged

Data presentation and analysis

The data are presented following the statement of the problem. The study aimed to answer the following questions:

1. What are the respondents' perceived level of school heads' leadership skills in terms of: strategic planning skills, developing people skills, communication skills, motivating people skills, and team building skills?

Table 1 Respondents' perceived level of school heads' leadership skills in terms of strategic planning skills (n=90)

A. Strategic Planning Skills	Mean	SD	Description	Interpretation
1. Has a clear overall vision or concept of his/her school's purpose, function and responsibility	4.61	0.49	Very Good	Very High
2. Keeps abreast of new ideas, trends, challenges or events that may affect his school.	4.56	0.56	Very Good	Very High
3. Sets clear objectives and strategies for his/her school effectively.	4.61	0.53	Very Good	Very High
4. Articulates a clear and compelling sense of the school's vision and objectives.	4.62	0.53	Very Good	Very High
5. Develops performance indicators to measure the school's success.	4.53	0.60	Very Good	Very High
6. Has the ability to adapt and change the focus of the school's work.	4.60	0.60	Very Good	Very High
7. Makes sure that all the school's goals are compatible/align with the overall institution's goals.	4.53	0.60	Very Good	Very High
Overall	4.57	0.49	Very Good	Very High

Source: (Abun et al., 2021)

Table 1 reflects the perceived level of school heads' leadership skills in terms of strategic planning. The data affirms that the respondents described their school heads as very good in overall vision or concept of the school's purpose, keeping abreast of new ideas, trends, challenges or events that may affect the school, setting clear objectives and strategies for the school effectively, articulate a clear and compelling sense of the school's vision and objectives, develop performance indicators to measure the school's success, can adapt and change the focus of the school's work, and make sure that all the school's goals are compatible/align with the overall institution's goals. Overall, the respondents described their school heads as very good in terms of strategic planning skills. This finding entails that the level of strategic planning skills of the school heads in Piñan District, Schools Division of Zamboanga del Norte is very high. Aquino et al., (2021) supported this finding who stated that the level of school heads' leadership practices in terms of planning, and other practices like organizing, controlling, commanding and coordinating in the Schools Division of Nueva Viscaya is very high.

Table 2 Respondents' perceived level of school heads' leadership skills in terms of developing people skills

B. Developing people skills	**Mean**	**SD**	**Description**	**Interpretation**
1. Provides an accurate and thorough performance appraisal for the teachers for developmental purposes.	4.47	0.60	Very Good	Very High
2. Uses a performance appraisal to identify strength and weakness of teachers for further training	4.48	0.64	Very Good	Very High
3. Teaches and coaches teachers skillfully to help them carry out their duties and responsibilities	4.46	0.66	Very Good	Very High
4. Gives constructive feedback effectively (regularly, firmly, humanely).	4.51	0.60	Very Good	Very High
5. Deals with performance problems In a timely manner and help employees understand their specific performance problems	4.38	0.63	Very Good	Very High
6. Identifies the needs of the school and teachers' deficiencies in carrying out duties and responsibilities and sends them for further training and development	4.38	0.68	Very Good	Very High
7. Identifies potential teachers for positions and prepares them before they assume their positions	4.37	0.73	Very Good	Very High
Overall	4.42	0.58	Very Good	Very High

Source: (Abun et al., 2021)

Table 2 discloses the perceived level of school heads' leadership skills in terms of developing people. As shown in the table, the respondents described their school heads' as very good in terms of developing people. The school heads are very good at providing an accurate and thorough teachers' performance appraisal for developmental purposes, using a performance appraisal to identify strengths and weaknesses of teachers for further training purposes, coaching teachers skillfully to help them carry out their duties and responsibilities, give constructive feedback effectively (regularly, firmly, humanely), deal with performance problems promptly and help employees understand their specific performance problems, identify the needs of the school and teachers' deficiencies in carrying out duties and responsibilities and sends them for further training and development, and identify potential teachers for positions and prepares them before they assume their positions. Altogether, the school heads are very good at developing people. This finding indicates that the level of leadership skills in schools in terms of developing people is very high. Bass (1985) as cited by Abun et al. (2020) contended that the success of a leader is not measured by the profit and advancement of an organization but how many people or employees he/she has developed to be leaders like them. Maxwell (1995) also cited by Abun et al., (2020) made it clear that the job of a leader is to develop

leaders around leaders. He pointed out that the challenge of a leader is to raise potential leaders, nursing them, equipping them, developing them forming a dream team of leaders and producing a generation of leaders.

Table 3 Respondents' perceived level of school heads' leadership skills in terms of communication skills

C. Communication Skills	**Mean**	**SD**	**Description**	**Interpretation**
1. Communicates well on a one-to-one basis (clearly, positively, humanely and with respect).	4.48	0.67	Very Good	Very High
2. Keeps up-to-date on what is going on with the school and disseminate to the teachers.	4.50	0.62	Very Good	Very High
3. Keeps his/her teachers well informed on news that affect them and their jobs.	4.46	0.64	Very Good	Very High
4. Has the ability to communicate with people in a professional manner when under stress.	4.48	0.62	Very Good	Very High
5. Communicates information in a timely manner.	4.47	0.64	Very Good	Very High
6. Takes the time to explain their decisions, opinions and recommendations.	4.46	0.60	Very Good	Very High
7. Communicates to groups in an articulate, concise, and clear manner.	4.39	0.65	Very Good	Very High
8. Confidently states his opinion when there is a conflict or concern.	4.40	0.67	Very Good	Very High
9. Takes time to listen to teachers' problems.	4.41	0.67	Very Good	Very High
10. Actively seeks teachers' opinions regarding work affecting their area of responsibility	4.42	0.67	Very Good	Very High
11. Keeps an open mind when hearing teachers' opinions or ideas.	4.49	0.67	Very Good	Very High
Overall	4.45	0.46	Very Good	Very High

Source: (Abun et al., 2021)

Table 3 presents respondents' perceptions of school heads' leadership skills in communication, indicating a very high level of effectiveness. School heads are perceived as clear, respectful, and professional communicators who keep teachers informed, listen to their concerns, seek their opinions, and articulate their decisions effectively.

Ruano et al. (2021) emphasized that instructional leaders foster teacher collaboration through positive communication, enhancing alignment with school goals. Luthra and Dahiya (2015), cited by Abun et al. (2020), argued that effective leadership relies on strong communication skills. Bass (1990), as cited by Ginnett et al. (1999) and Abun et al. (2020), stressed that communication effectiveness depends on message clarity, both verbal and non-verbal, which is essential for leadership. Similarly, Khimoski and Haynes (1980), cited by Abun et al. (2020), linked communication to job satisfaction, productivity, and work quality.

Table 4 *Respondents'* perceived level of school heads' leadership skills in terms of motivating people skills

D. Motivating People Skills	Mean	SD	Description	Interpretation
1. Shows genuine concern for teachers as unique individuals.	4.53	0.64	Very Good	Very High
2. Gives credit and recognition to teachers when they do a good job.	4.53	0.64	Very Good	Very High
3. Generates enthusiasm among teachers by providing the necessary support.	4.51	0.62	Very Good	Very High
4. Understands what motivates teachers to work hard and provides the needed assistance to fulfill those needs.	4.50	0.62	Very Good	Very High
5. Appropriately rewards the highest achievers for their contributions.	4.53	0.64	Very Good	Very High
6. Recognizes or appreciates the positive aspects of the teachers, not the negative ones.	4.56	0.58	Very Good	Very High
7. Encourages a positive outlook with teachers when there are problems, instead of the negative outlook.	4.58	0.56	Very Good	Very High
Overall	4.54	0.54	Very Good	Very High

Source: (Abun et al., 2021)

Table 4 conveys the perceived level of school heads' leadership skills in terms of motivating people. The result maintains that the school heads are very good at motivating people. They show genuine concern for teachers as unique individuals, give credit and recognition to teachers when they do a good job, generate enthusiasm among teachers by providing the necessary support, understand what motivates teachers to work hard and provide the needed assistance to fulfill those needs, appropriately reward the highest achievers for their contributions, recognize or appreciate the positive aspects of the teachers, not the negative ones, and encourage a positive outlook with teachers when there are problems, instead of the negative outlook. In general, the level of school heads' leadership skills in terms of motivating people is very high. Abun (2018) averred that a leader must learn how to motivate his/her employees since they have different needs and aspirations to be fulfilled. It is the job of a leader to identify the different needs that motivate employees to work. Thus, Ginnett et al., (1999) cited by Abun et al., (2020) argued that motivation cannot be generalized because all people/employees do not have the same needs.

Table 5 Respondents' perceived level of school heads' leadership skills in terms of team building skills

E. Team Building Skills	Mean	SD	Description	Interpretation
1. Rewards collaborative-oriented behavior.	4.43	0.60	Very Good	Very High
2. Encourages cooperation and collaborations between teachers and department heads.	4.51	0.57	Very Good	Very High
3. Fosters a sense of teamwork and builds enthusiasm for group projects and assignments.	4.50	0.62	Very Good	Very High

4. Develop good working relationship with or among teachers.	4.54	0.54	Very Good	Very High
5. Anticipates teachers' needs, seek ways to help them, willingly assists them when needed.	4.50	0.59	Very Good	Very High
6. Respects the contributions of teachers, supports and interacts well with them.	4.54	0.54	Very Good	Very High
7. Focuses on goals and activities that support the larger organizational goals rather than trivial ones.	4.52	0.58	Very Good	Very High
Overall	4.51	0.42	Very Good	Very High

Source: (Abun et al., 2021)

Table 5 presents respondents' perceptions of school heads' leadership skills in team building, indicating a very high level of effectiveness. School heads are seen as strong team builders who reward collaboration, foster cooperation, build enthusiasm for group tasks, develop positive working relationships, anticipate teachers' needs, and provide support. They also prioritize meaningful goals aligned with organizational objectives.

This finding aligns with Jimenez (2023), who found that respondents recognized school heads' efforts in promoting teamwork to enhance teaching effectiveness.

Table 6 *Summary of the respondents' perceived level of school heads' leadership skills*

Leadership Skills	Mean	SD	Description	Interpretation
A. Strategic Planning Skills	4.57	0.49	Very Good	Very High
B. Developing People Skills	4.42	0.58	Very Good	Very High
C. Communication Skills	4.45	0.46	Very Good	Very High
D. Motivating People Skills	4.54	0.54	Very Good	Very High
E. Team Building Skills	4.51	0.42	Very Good	Very High
Overall	5.50	0.46	Very Good	Very High

Source: (Abun et al., 2021)

Table 6 illustrates the summary of the perceived level of school heads' leadership skills. The result shows that the school heads are very good in all indicators of leadership skills. The finding suggests that the level of leadership skills of the school heads is very high. This finding is supported by Jimenez (2023) who found out that the school heads' leadership skills is very high as shown by the overall weighted mean of 3.61. This shows that the school heads in the City Schools Division of Biñan City possess the required instructional leadership qualities required for a school leader.

2. What is the respondents' perceived level of work engagement?

Table 7: Respondents' perceived level of work engagement

Work Engagement	Mean	SD	Description	Interpretation
1. I am willingly accepting change.	4.77	0.45	Strongly Agree	Very Highly Engaged

2. I am willing to take on new task as needed.	4.71	0.48	Strongly Agree	Very Highly Engaged
3. I take the initiative to help other teachers when the need arises.	4.71	0.50	Strongly Agree	Very Highly Engaged
4. I keep going even when things get tough.	4.69	0.53	Strongly Agree	Very Highly Engaged
5. I adapt quickly to difficult situations.	4.61	0.51	Strongly Agree	Very Highly Engaged
6. When at work, I am completely focused on my job/duties.	4.63	0.57	Strongly Agree	Very Highly Engaged
7. I am determined to give my best effort at work each day.	4.71	0.55	Strongly Agree	Very Highly Engaged
8. I am often so involved in my work that the day goes by very quickly.	4.67	0.56	Strongly Agree	Very Highly Engaged
9. I get excited about going to work.	4.58	0.60	Strongly Agree	Very Highly Engaged
10. I feel completely involved in my work.	4.73	0.56	Strongly Agree	Very Highly Engaged
11. I am inspired to meet my goals at work.	4.77	0.50	Strongly Agree	Very Highly Engaged
12. I understand the strategic goals of my school.	4.68	0.54	Strongly Agree	Very Highly Engaged
13. I see to it that I work to the best I can to meet the objective of my school.	4.74	0.51	Strongly Agree	Very Highly Engaged
14. I see to it that what I do is in line with the school's objectives.	4.74	0.51	Strongly Agree	Very Highly Engaged
Overall	4.70	0.40	Strongly Agree	Very Highly Engaged

Source: (Abun et al., 2021)

Table 7 shows the perceived level of work engagement. The outcome asserts that the respondents strongly agree that they are willing to accept change, take on new tasks as needed, take the initiative to help other teachers when the need arises, keep going even when things get tough, adapt quickly to difficult situations, completely focused on their job/duties, determined to give their best effort at work each day, often so involved in their work that the day goes by very quickly, get excited about going to work, feel completely involved in their work, inspired to meet their goals at work, I understand the strategic goals of my school, see to it that they work to the best they can to meet the objective of my school, I see to it that what I do is in line with the school's objectives. Overall, the data on work engagement is very high. Baes (2023) supported this finding who found out that the respondents in his study were highly engaged in terms of cognitive and emotional work engagements. However, this finding is refuted by Aquino et al., (2021) who concluded that the very productive performance of teachers stays the same regardless of whether the school heads exhibit a very high degree of authentic leadership.

3. Is there a significant relationship between the respondents' levels of school heads' leadership skills and work engagement?

Table 8 *Test of relationship between the respondents 'levels of school heads' leadership skills and work engagement*

Variables	rho-value	p-value	Interpretation
School Heads' Leadership Skills and Work Engagement	0.409	< 0.01	Medium/Moderate Positive Significant

Source: (Abun et al., 2021)

Table 8 displays the test of the relationship between the levels of school heads' leadership skills and work engagement. Employing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the outcome declares that there exists a significant medium/moderate positive correlation between the school heads' leadership skills and work engagement. Thus, the null hypothesis is rejected. This finding denotes that as the level of school heads' leadership skills increases, the level of work engagement also increases. This finding further denotes that work engagement is significantly affected by leadership skills. This finding furthermore denotes that work engagement is dependent on leadership skills. Brolund (2016) as cited by Magboo et al., (2023) supports this finding. They stated that the goal of instructional leadership is for the school heads to work closely with teachers in order to increase student achievement as well as the performance of the teachers as part of work engagement. Villanueva (2021) emphasized that the school's success or failure is determined by the quality of the school head. In like manner, Abun et al. (2020) stressed that administrators' leadership skills impact employees' work engagement. Ferinia et al. (2016) asserted that employee engagement has a deep connection to the organization and a love for one's job.

Basañes & Dagol (2021) warranted that when the employees are satisfied, they tend to feel happy with their families and friends. For great employees, they work hard because they felt that working is just fun. Babelan et al. (2019) concluded that instructional leadership had a positive association with work engagement.

Discussion

The respondents perceived school heads' leadership skills at a very high level, which corresponded with a high level of work engagement. A significant moderate positive correlation was found between leadership skills and work engagement, indicating that as school heads' leadership improves, teachers and employees become more engaged and productive. This supports the idea that effective leadership fosters motivation and job satisfaction.

This finding aligns with studies by Villanueva (2021), Basañes and Dagol (2021), Abun et al. (2020), and Magboo et al. (2023), which highlight the impact of leadership skills on employee engagement. It also reinforces the Needs-Satisfying Theory, suggesting that when teachers' and employees' needs are met, they experience greater satisfaction, making work more enjoyable and motivating them to perform better.

Conclusions

This study concludes that while a significant moderate positive correlation was found, it is not strong enough to make definitive individual-level predictions. To deepen the understanding of this relationship, future research should explore additional variables that may further clarify the impact of school heads' leadership skills on work engagement.

***Authors' contribution*:** Conceptualization, research methodology, data gathering and analysis, and editing were done by all the authors.

***Conflict of interest statement*:** All authors declare no conflict of interest.

***Ethical review statement*:** The research was submitted to the Ethics and Review Board and was granted permission to proceed with the study. It has no human-sensitive issues.

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